

2021 Annual Report

Queanbeyan East Public School



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Introduction

The Annual Report for 2021 is provided to the community of Queanbeyan East Public School as an account of the school's operations and achievements throughout the year.

It provides a detailed account of the progress the school has made to provide high quality educational opportunities for all students, as set out in the Strategic Improvement Plan. It outlines the findings from self-assessment that reflect the impact of key school strategies for improved learning and the benefit to all students from the expenditure of resources, including equity funding.

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School vision

Queanbeyan East Public School embeds, celebrates and supports a culturally inclusive environment to support the individual needs of students. Our school harnesses the connections with the wider educational community to build excellence in education, striving to develop student's ability to be active future citizens.

School context

Queanbeyan East Public School (QEPS) has a 2021 enrolment of 281 students across 12 mainstream classes and 1 support class.

QEPS undertook external validation in late 2020 which has been used as the basis for the situational analysis. As part of this strong consultation has been carried out with; staff, students and community.

The school undertook a major refurbishment with the handover of the new building on day one of 2020. The extensive new build has been designed to enable future focus learning pedagogies. Extensive training and development of staff has been undertaken over the previous years to prepare for the shift from demountable building to the new learning spaces.

QEPS has a teaching entitlement of 17 and a non-teaching entitlement of 3.4. The school employs an additional Assistant Principal bringing the total up to 4. Two assistant principals have a non-classroom teaching load and are responsible for Wellbeing programs and Quality Teaching across the school.

Collaborative practise is evident across all stages of the school and is a clear expectation within teaching and learning programs. Technology is imbedded throughout with the school offering a 1:1 device program K-6.

Queanbeyan East Public School promotes equity and excellence for all. Our students are successful learners, confident and creative individuals, and active and informed citizens. Queanbeyan East Public is located near the border of NSW and the ACT. The culture and climate of the school is characterised by a strong sense of pride, open communication, and a strong commitment to working as a supportive, positive, cohesive team reflecting on our practice. Our school prides itself on providing strong academic and welfare programs to a supportive culturally inclusive school community. The student population consists of 9% Aboriginal or Torres Strait Islander and 30% English as an additional language or dialect.

Self-assessment and school achievement

This section of the annual report outlines the findings from self-assessment using the School Excellence Framework, school achievements and the next steps to be pursued.

This year, our school undertook self-assessment using the School Excellence Framework. The Framework is a statement of what is valued as excellence for NSW public schools, both now and into the future. The Framework supports public schools throughout NSW in the pursuit of excellence by providing a clear description of high quality practice across the three domains of Learning, Teaching and Leading.

Each year, we assess our practice against the Framework to inform our Strategic Improvement Plan and annual report.

Our self-assessment process will assist the school to refine our Strategic Improvement Plan, leading to further improvements in the delivery of education to our students.

For more information about the School Excellence Framework: <https://education.nsw.gov.au/teaching-and-learning/school-excellence-and-accountability>

Self-assessment using the School Excellence Framework

Elements	2021 School Assessment
LEARNING: Learning Culture	Sustaining and Growing
LEARNING: Wellbeing	Sustaining and Growing
LEARNING: Curriculum	Sustaining and Growing
LEARNING: Assessment	Sustaining and Growing
LEARNING: Reporting	Sustaining and Growing
LEARNING: Student performance measures	Sustaining and Growing
TEACHING: Effective classroom practice	Sustaining and Growing
TEACHING: Data skills and use	Sustaining and Growing
TEACHING: Professional standards	Excelling
TEACHING: Learning and development	Excelling
LEADING: Educational leadership	Sustaining and Growing
LEADING: School planning, implementation and reporting	Sustaining and Growing
LEADING: School resources	Excelling
LEADING: Management practices and processes	Excelling

Strategic Direction 1: Student growth and attainment

Purpose

To provide an integrated approach to quality teaching, curriculum planning and delivery, and assessment that promotes learning excellence and responsiveness in meeting the needs of all students.

Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- Literacy
- Numeracy

Resources allocated to this strategic direction

Low level adjustment for disability: \$78,483.00

QTSS release: \$51,574.28

Literacy and numeracy: \$26,088.29

Summary of progress

Our focus for 2021 was to develop a common approach for the collection and analysis of data to inform best practice. Focusing on the questions posed in 'Effective use of Data', staff identified the need for a whole school data wall. Our school team developed all aspects of the data wall to suit the needs of the students and staff in our context.

Literacy and Numeracy

In 2021, teaching staff looked at current research and best practice on the use of data to inform practice. Our focus was on literacy, with the goal of applying improved teaching practice to numeracy in 2022. Executive staff used the '3 Rivers for Learning' program to clarify the implementation plan, investigating and evaluating data walls in a range of school settings, and then completing 'Data with Confidence' training. Teaching staff then engaged in professional learning around data literacy using 'What Works Best: Use of Data to Inform Practice', and worked collaboratively to design and refine a data wall system. Teaching staff then used a range of data sources (NAPLAN, Check-Ins, PAT, Best Start, and school-based assessments aligned with the Literacy Progressions) to triangulate student data, plot student data on the data wall, and track student achievement in reading each term. Despite the interruptions to face-to-face learning, we were able to consistently track student progress throughout the year and implement or modify teaching programs to address student need. As a result, student data analysis in literacy has become more consistent across the school and NAPLAN data showed a significant increase in reading, beyond expected growth. We had planned for students and parents to also be engaging with the data by the end of 2021, but were not able to achieve this due to interruptions of face-to-face learning and COVID restrictions.

In our next steps, needs-based funding will be targeted towards the early years to help mitigate the impact of lost face-to-face learning time.

Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
Increase the percentage of students achieving in the top 2 bands of NAPLAN reading by 3.6% from baseline data to the lower bound system-negotiated target.	The percentage of students achieving in the top 2 bands for NAPLAN reading increased by 4% from baseline data. Progress is being made towards the lower bound system-negotiated target.
Increase the percentage of students achieving in the top 2 bands of NAPLAN numeracy by 3.5% from baseline data to the lower bound system-negotiated target.	The percentage of students achieving in the top 2 bands for NAPLAN numeracy increased by 2.97% from baseline data. Progress is being made towards the lower bound system-negotiated target.

Increase the percentage of students achieving expected growth in NAPLAN reading by 5.09% from baseline data to the lower bound system-negotiated target.	The percentage of students achieving expected growth in NAPLAN reading increased by 22.79% from baseline data. Progress towards the lower bound system-negotiated target was exceeded by 12.62%.
Increase the percentage of students achieving expected growth in NAPLAN numeracy by 3.39% from baseline data to the lower bound system-negotiated target.	The percentage of students achieving expected growth in NAPLAN numeracy increased by 4.59% from baseline data. Progress is being made towards the lower bound system-negotiated target.
Internal SEF assessment indicates that school is delivering in 'whole school monitoring of student learning' theme (learning, assessment)	Self-assessment against the School Excellence Framework shows the school currently performing at 'sustaining and growing' in the 'whole school monitoring of student learning' theme. The evidence that lead us to this decision is the consistent input of data into PLAN 2, regular discussions of data patterns in minuted stage meetings and the implementation of our data wall. This annual progress measure has been achieved.
Internal SEF assessment indicates that school is delivering in 'student growth' theme (learning, student performance measures)	Self-assessment against the School Excellence Framework shows the school currently performing at 'delivering' in the 'student growth' theme. The evidence that lead us to this decision is that teachers are using the learning progressions to set targets for students. This annual progress measure has been achieved.
Internal SEF assessment indicates that school is delivering in 'data literacy' theme (teaching, data skills and use)	Self-assessment against the School Excellence Framework shows the school currently performing at 'sustaining and growing' in the 'data literacy' theme. The evidence that lead us to this decision is that in 2021, our teachers all completed training on 'Effective use of data' (What Works Best) and 'Data Literacy: effective and efficient use of data' (CESE).

Strategic Direction 2: Learning Culture

Purpose

To support the needs of the school community including students, staff and community.

To ensure school culture is strongly focused on learning, the building of educational aspiration and ongoing performance improvement throughout the school community.

Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- Student Engagement
- Wellbeing
- Cultural Identity

Resources allocated to this strategic direction

Professional learning: \$4,258.00

Low level adjustment for disability: \$34,986.00

Socio-economic background: \$50,694.87

Per capita: \$66,317.93

English language proficiency: \$57,706.93

Aboriginal background: \$21,703.00

Summary of progress

In 2021, we aimed to implement evidence-based change to whole school practices, resulting in improvements in wellbeing and engagement to support learning. We were able to implement an effective structure to identify learning support needs that included targeted support from the school chaplain and professional learning for School Learning Support Officers to provide one-to-one or small group support to students informed by Individual Learning Plans.

Student Engagement, Wellbeing and Cultural Identity

The initiatives in Strategic Direction 2 were supported by increased staffing in order to provide learning in an innovative learning space and to target the specific learning, social and emotional needs of students. We were also able to coordinate, through our Assistant Principal (AP) Wellbeing, additional support using allied health professionals for students and families. Our AP Wellbeing ran critical support for staff in the areas of student engagement and wellbeing. All staff undertook training and development in the areas of 'Visible Learning; goal setting, and positive feedback'. Wellbeing staff development was around the 'Bounce Back' and 'Be You' programs which looked at mental health, wellbeing and resilience to build safe and supportive environments. We have also ensured that students were able to participate in culturally appropriate activities to support their needs. Students in the Warrumbul group were supported to take on leadership roles throughout the school to inspire and engage others. Tell Them From Me data has improved and is showing an upward trend and there has been a reduction in negative incidents both in the playground and in class.

In our next steps, we will continue many of the strategies within these initiatives. We will look at broadening the impact by including more students in the programs.

Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
Internal SEF assessment indicates that school is sustaining and growing in SEF theme 'high expectations' (learning, learning culture)	Self-assessment against the School Excellence Framework shows the school currently performing at 'sustaining and growing' in the 'high expectations' theme. The evidence that lead us to this decision is that teachers are now regularly plotting data in PLAN2 and this whole school data is plotted on our data wall to ensure consistency across K-6. Student goal setting is done in conjunction with parents through GoalHub, ILP meetings and reviews, and individual parent meetings throughout the year.

Internal SEF assessment indicates that school is sustaining and growing in SEF theme 'caring for students' (learning, wellbeing)	Self-assessment against the School Excellence Framework shows the school currently performing at 'sustaining and growing' in the 'caring for students' theme. The evidence that lead us to this decision is that the Tell Them From Me survey shows a an upward trend in Advocacy at school since 2020. Additionally, we have employed a school chaplain to ensure all students have access to a trusted adult to speak with about wellbeing matters.
Internal SEF assessment indicates that school is sustaining and growing in SEF theme 'A planned approach to wellbeing' (learning, wellbeing)	Self-assessment against the School Excellence Framework shows the school currently performing at 'sustaining and growing' in the 'A planned approach to wellbeing' theme. The evidence that lead us to this decision is that we are using a range of data, such as Tell Them From Me parent and student surveys, playground and classroom behaviour incidents in Sentral, to monitor and refine a whole school approach to wellbeing.
Increase the percentage of students reporting positive wellbeing in the TTFM Student Survey by 2.25% from the baseline to the lower bound system-negotiated target.	The percentage of students reporting positive wellbeing in the TTFM Student Survey decreased by 10.6% from baseline data. Progress is yet to be seen towards the lower bound system-negotiated target.
Increase the percentage of students attending 90% or more of the time by 2.9% from baseline data to the lower bound system-negotiated target.	The percentage of students attending 90% or more of the time decreased by 6.1% from baseline data. Progress is yet to be seen towards the lower bound system-negotiated target.

Strategic Direction 3: Educational Leadership

Purpose

To provide leadership opportunities for all members of the school community and connections throughout the wider community to enhance the educational impact for students.

Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- Distributed Leadership
- Educational Network
- Community Connections

Resources allocated to this strategic direction

Professional learning: \$18,000.00

School support allocation (principal support): \$498.00

Summary of progress

There has been some stifling of the progress within this Strategic Direction due to the COVID-19 pandemic. There were restrictions on collaboration and connections with the community. However, significant improvement was made. The process to implement improvements and the subsequent progress measures were adapted to the changing context of the school.

Distributed Leadership, Educational Networks and Community Connections

Staff identified areas that they were able to lead within the School Improvement Plan. Roles were established throughout the year with staff provided support to build their capacity. Leadership opportunities were created internally and across the network. Aspiring Assistant Principals took part in the 'Step Up' program and non-teaching staff took leadership roles throughout the network. This was achieved through providing support in the form of additional time and mentoring guidance for individuals. The Distributive Leadership initiative enabled the completion of many wellbeing and teaching and learning programs throughout the school. The Educational Networks initiative was impacted due to COVID-19 pandemic. However, the school and individual staff made and maintained connections throughout the network. The school continued its connections with the University of Canberra to ensure we continued the large practicum placement program in the school. The school also linked with individual schools and institutions to build the capacity of our staff. These connections led to improved cooperative teaching between staff at the school which in turn led to higher engagement of students through differentiated learning as evidenced through teacher and student surveys. Success was due to the funding support to enable teachers to engage in professional learning at a university level. Connections with the community were reinvented throughout 2021 under the third initiative. Due to the pandemic new methods, such as virtual meetings and assemblies were created. The school was still able to hold virtual assemblies and parent information sessions throughout the year, but in a different format. Parents & Citizen meetings and working groups of parents and staff were still able to happen. The school also enabled consultation around school planning and programs harnessing online tools. During the pandemic, families were given an iPad for each child which enabled connections to continue. In 2021 we were hoping to see more of a connection with the community and as a result we will be redoing many aspects of this initiative.

In our next steps we will continue with distributed leadership and look for new ways to ensure our staff are leading programs across the network. We will also continue the links with the University of Canberra and look at ways to strengthen our understanding of teaching and learning in innovative spaces.

Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
Internal SEF assessment indicates that school is sustaining and growing in SEF theme 'community engagement'	Self-assessment against the School Excellence Framework shows the school currently performing at 'sustaining and growing' in the 'community engagement' theme. This was due to the school regularly contacting the

(leading, educational leadership, community engagement)	community in a range of formats to solicit feedback about programs and school operations. There was however considerable impact in this area due to the restrictions in place from the COVID-19 pandemic. Community was engaged through online processes such as forms and virtual meetings.
Internal SEF assessment indicates that school is sustaining and growing in SEF theme 'performance management and development' (leading, educational leadership, performance management and development)	Self-assessment against the School Excellence Framework shows the school currently performing at 'sustaining and growing' in the 'performance management and development' theme. The school has established support for all levels of staff to ensure the ongoing management and development of performance. Additional executive staffing has been employed to support and coordinate beginning teachers and quality teaching.
Internal SEF assessment indicates that school is delivering in SEF theme 'continuous improvement' (leading, school planning, implementation and reporting, continuous improvement)	Self-assessment against the School Excellence Framework shows the school currently performing at 'delivering' in the 'continuous improvement' theme. The leadership team regularly plans, implements, and reviews the development of the school plan. Executive lead themes and/or Strategic Directions within the school.
TTFM Parent survey trend data shows an upward trend from 2020 to at or above NSW Government norms	2021 TTFM trend data showed an upward trend in three of the seven measures from 2020 (Parents are informed, Parents feel welcome, and School supports Learning). Three out of seven measures scored at or above NSW Government norms (Parents are informed, Parents support learning at home, and Inclusive school).

Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$23,280.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Queanbeyan East Public School in mainstream classes who require moderate to high levels of adjustment.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • Additional staffing to assist students with additional learning needs <p>The allocation of this funding has resulted in: Increased engagement of learning and the implementation of programs designed to support the specific learning needs of students. All identified students had an individual learning plan and made progress towards their goals.</p> <p>After evaluation, the next steps to support our students with this funding will be: Continued implementation of SLSO employment to target the support of students with identified disabilities and/or social, emotional or academic needs.</p>
<p>Socio-economic background</p> <p>\$50,694.87</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Queanbeyan East Public School who may be experiencing educational disadvantage as a result of their socio-economic background.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Student Engagement • Wellbeing <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • Supplementation of extra-curricular activities • Equitable access to specialist resources • Engage with external providers to support student engagement and retention • Staff release to increase community engagement • Employment of external providers to support students with additional learning needs <p>The allocation of this funding has resulted in: Teaching staff supported to deliver differentiated learning. Staff using Visible Learning strategies. Coordination of wellbeing needs of students and/or families resulting in targeted intervention.</p> <p>After evaluation, the next steps to support our students with this funding will be: Continued support of community, staff and students by the employment of SLSO, AP Wellbeing and additional teaching and learning staff. These additional staff will be used to coordinate and run programs targeting wellbeing and teaching and learning. Programs will be run through the Learning and Support Team and will be either individual (ILP) or groups. The school will also look at directly employing speech and occupational therapist allied health professionals.</p>
<p>Aboriginal background</p> <p>\$21,703.00</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Queanbeyan East Public School. Funds under this equity loading have been targeted to ensure that the performance</p>

<p>Aboriginal background</p> <p>\$21,703.00</p>	<p>of Aboriginal students in NSW public schools, across a broad range of key educational measures, improves to match or better those of the broader student population, while maintaining cultural identity.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Cultural Identity <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • Employment of additional staff to deliver personalised support for Aboriginal students • Community consultation and engagement to support the development of cultural competency • Staffing release to support development and implementation of Personalised Learning Plans • Employment of additional staff to support literacy and numeracy programs <p>The allocation of this funding has resulted in: An increase (>50%) in Aboriginal families engaging in the PLP process and, more importantly, conversations became more authentic, at times continuing for more than an hour as a result of the welcoming and informal setting. The formation of the Aboriginal cultural awareness group to support students in their learning and provide leadership opportunities. Average NAPLAN Scores increased from 433 to 459 with a decrease in the variation between Aboriginal and non-Aboriginal students over this time.</p> <p>After evaluation, the next steps to support our students with this funding will be: Engaging a literacy and numeracy focused position to deliver differentiated and personalised support to Aboriginal students.</p>
<p>English language proficiency</p> <p>\$57,706.93</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Queanbeyan East Public School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Cultural Identity <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • Employment of additional staff to support delivery of targeted initiatives • Provision of additional EAL/D support in the classroom and as part of differentiation initiatives <p>The allocation of this funding has resulted in: EAL/D students are more confident and prepared to take risks with their language use, as noted in teacher observations and work samples. Student progress showing high growth on the EAL/D learning progressions, with EAL/D students achieving expected or above expected growth.</p> <p>After evaluation, the next steps to support our students with this funding will be: To capitalise on teacher confidence and their capacity to design integrated writing units that reflect the needs of EAL/D learners, the identified next step is to transfer this practice across all Key Learning Areas (KLAs). Ongoing professional learning will identify language and cultural demands across the curriculum. Personalised and targeted professional development will be provided to each teacher in the form of mentoring, co-teaching and co-planning.</p>
<p>Low level adjustment for disability</p> <p>\$113,469.00</p>	<p>Low level adjustment for disability equity loading provides support for students at Queanbeyan East Public School in mainstream classes who have a disability or additional learning and support needs requiring an adjustment to their learning.</p>

<p>Low level adjustment for disability</p> <p>\$113,469.00</p>	<p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Literacy • Student Engagement <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • Engaging specialist staff to collaborate with classroom teachers to build capability in meeting the literacy needs of identified students • Engaging a Learning and Support Teacher to work with individual students and in a case management role within the classroom/whole school setting • Providing support for targeted students within the classroom through the employment of School Learning and Support Officers • Employment of additional staff to support teachers to differentiate the curriculum and develop resources and classroom activities resulting in improvement for students with additional learning needs • Employment of SLSO to improve the development of students by implementing speech and occupational therapist programs developed by specialists <p>The allocation of this funding has resulted in: An increase in value-added data was above the state average for the first time for students from Years 3-5. All staff using 'Visible Learning' strategies. All identified students had an Individual Learning Plan and made progress towards their goals.</p> <p>After evaluation, the next steps to support our students with this funding will be: To further expand the impact of the learning support team, the school will continue to provide additional support for identified students through the employment of trained SLSOs.</p>
<p>Professional learning</p> <p>\$22,258.00</p>	<p>Professional learning funding is provided to enable all staff to engage in a cycle of continuous professional learning aligned with the requirement of the Professional Learning for Teachers and School Staff Policy at Queanbeyan East Public School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Student Engagement • Distributed Leadership • Educational Network <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • Released staff to engage in professional learning • Employment of additional staff to work alongside teachers to support professional learning needs. <p>The allocation of this funding has resulted in: Embedded innovative learning space methodology into teaching and learning programs. Increasing knowledge and skills of staff in relation to their Performance Development Plan goals. Professional learning has resulted in increased student outcomes and engagement.</p> <p>After evaluation, the next steps to support our students with this funding will be: Continuing professional learning of all staff in teaching and learning in innovative learning spaces. Triangulation of data to measure the impact to student outcomes.</p>
<p>Beginning teacher support</p> <p>\$40,362.33</p>	<p>Beginning teacher support funding is provided to enhance the professional growth of beginning teachers at Queanbeyan East Public School during their induction period.</p>

<p>Beginning teacher support</p> <p>\$40,362.33</p>	<p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • Release of beginning teachers and mentors to support practice. • Professional learning targeted to individual PLP goals. <p>The allocation of this funding has resulted in: Attainment of accreditation at proficient. Staff indicated that they felt supported during their first 1-2 years of employment and have a better understanding of school and DoE practices.</p> <p>After evaluation, the next steps to support our students with this funding will be: Involvement in the newly established Queanbeyan Beginning Teacher network. Continuation of release time and mentoring support.</p>
<p>School support allocation (principal support)</p> <p>\$17,508.00</p>	<p>School support allocation funding is provided to support the principal at Queanbeyan East Public School with administrative duties and reduce the administrative workload.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Community Connections • Other funded activities <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • Employment of a business manager to support administrative requirements. <p>The allocation of this funding has resulted in: Ability to finalise administrative requirements on time.</p> <p>After evaluation, the next steps to support our students with this funding will be: Continuation of the employment of a business manager.</p>
<p>Literacy and numeracy</p> <p>\$26,088.29</p>	<p>The literacy and numeracy funding allocation is provided to address the literacy and numeracy learning needs of students at Queanbeyan East Public School from Kindergarten to Year 6.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Literacy <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • Employment of an additional Learning and Support teacher • Employment of an additional SLSO to support Learning and Support. <p>The allocation of this funding has resulted in: An increase in value-added data was above the state average for the first time for students from Years 3-5. Increase in achievement in top 2 bands and student growth since 2019 for reading and numeracy.</p> <p>After evaluation, the next steps to support our students with this funding will be: To further expand the impact of the Learning Support Team, the school will provide additional support for identified students through the employment of trained SLSOs.</p>

<p>QTSS release</p> <p>\$51,574.28</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Queanbeyan East Public School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Literacy <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • Additional staffing to support staff collaboration in the implementation of high-quality curriculum • Assistant principals provided with additional release time to support classroom programs <p>The allocation of this funding has resulted in: Improved staff confidence and teaching practice. Teachers use learning intentions, success criteria and have a strong focus on formative assessment. Teachers have now embedded evidence-based, high-impact teaching strategies within their classroom practice. 80% of responses in the People Matter Employee survey indicated that they "get the support they need to do their job well"</p> <p>After evaluation, the next steps to support our students with this funding will be: Employing a specialist to lead improvement in an area where teachers need support, such as targeted literacy or numeracy interventions responsive to student need.</p>
<p>COVID ILSP</p> <p>\$115,000.00</p>	<p>The purpose of the COVID intensive learning support program is to deliver intensive small group tuition for students who have been disadvantaged by the move to remote and/or flexible learning and were identified by their school as most likely to benefit from additional support in 2021.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • Employment of teachers/educators to deliver small group tuition <p>The allocation of this funding has resulted in: The majority of the students in the program achieving significant progress towards their personal learning goals</p> <p>After evaluation, the next steps to support our students with this funding will be: To continue the implementation of literacy and numeracy small group tuition using data sources to identify specific student need. The school Learning and Support processes have been revised and will now involve regular monitoring of students as they transition back into classrooms. Providing additional in-class support for some students to continue to meet their personal learning goals will also be a priority.</p>

Student information

Student enrolment profile

Students	Enrolments			
	2018	2019	2020	2021
Boys	137	146	143	148
Girls	95	114	120	139

Student attendance profile

School				
Year	2018	2019	2020	2021
K	91.1	92	92.7	93.5
1	91.8	90.6	93.9	88.1
2	90.7	93.1	94.5	90.9
3	95.1	91.8	94.4	90.9
4	92.4	93	92.6	90.6
5	93.3	90.9	94.9	89.4
6	89.8	91	91.3	92.3
All Years	92.3	91.8	93.5	91
State DoE				
Year	2018	2019	2020	2021
K	93.8	93.1	92.4	92.8
1	93.4	92.7	91.7	92.7
2	93.5	93	92	92.6
3	93.6	93	92.1	92.7
4	93.4	92.9	92	92.5
5	93.2	92.8	92	92.1
6	92.5	92.1	91.8	91.5
All Years	93.4	92.8	92	92.4

Attendance

NSW student attendance data in 2020 is not comparable to previous years due to the effects of the COVID-19 pandemic. The NSW Government encouraged students to learn from home, where possible, for a seven week period from 24 March to 22 May 2020. During this period, schools monitored engagement with learning to determine whether students were marked present. This changed the attendance measure. There was also some evidence of varied marking practices as schools adjusted to the learning from home period, with some schools recording higher attendance rates while others recording markedly lower rates.

Attendance figures in 2021 were calculated differently to align with the third edition of ACARA's National Standards for Student Attendance Data and Reporting. Changes include treating partial absences over 120 minutes as a half day absence (instead of their actual value, calculated as a proportion of a nominal 6-hour day) and covers all weeks during Semester 1. Prior to 2021, the final week of Term 2 was excluded.

Furthermore, the Department implemented an automated attendance feed (AAF) system in Semester 1 2021. AAF transfers data automatically from third-party attendance management systems to the Department's centralised data warehouse every night. The AAF has significantly improved data quality in 2021, which has affected data comparability with previous years.

Although there were no state-wide or regional lockdowns in NSW during Semester 1 2021, COVID-19 continued to affect student attendance. Analysis of attendance codes showed a change in the structure of absence reasons in 2021.

Management of non-attendance

Attendance at school has a big impact on longer term outcomes for children and young people. When a child is not at school they miss important opportunities to learn, build friendships and develop their skills through play. Regular attendance at school is a shared responsibility between schools and parents. By working together we can have a positive effect on supporting our children and young people to regularly attend school.

Our teachers promote and monitor regular attendance at school and all our schools have effective measures in place to record attendance and follow up student absences promptly. They are guided by the School Attendance policy which details the management of non-attendance.

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Assistant Principal(s)	3
Classroom Teacher(s)	11.55
Learning and Support Teacher(s)	0.7
Teacher Librarian	0.6
School Administration and Support Staff	3.47

*Full Time Equivalent

Aboriginal and Torres Strait Islander workforce composition

The Department actively supports the recruitment and retention of Aboriginal and/or Torres Strait Islander employees through the use of identified positions, and scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2021, 4.3% of the Department's overall workforce identify as Aboriginal and/or Torres Strait Islander People.

Workforce ATSI

Staff type	Benchmark ¹	2021 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.30%	4.40%
Teachers	3.30%	3.20%

Note 1 - The NSW Public Sector Aboriginal Employment Strategy 2019-2025 takes a career pathway approach in that it sets an ambitious target of 3% Aboriginal employment at each non-executive grade of the public sector by 2025.

Note 2 - Representation of diversity groups are calculated as the estimated number of staff in each group divided by the total number of staff. These statistics have been weighted to estimate the representation of diversity groups in the workforce, where diversity survey response rates were less than 100 per cent. The total number of staff is based on a headcount of permanent and temporary employees.

Teacher qualifications

All casual, temporary and permanent teachers in NSW public schools must hold a NSW Department of Education approval to teach. Teachers with approval to teach must be accredited with the NSW Education Standards Authority, and hold a recognised teaching degree. All NSW teachers must hold a valid NSW Working With Children Check clearance.

Professional learning and teacher accreditation

Professional learning is core to enabling staff to improve their practice.

Professional learning includes five student-free School Development Days and induction programs for staff new to our school and/or system. These days are used to improve the capacity of teaching and non-teaching staff in line with school and departmental priorities.

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2021 to 31 December 2021. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2021 Actual (\$)
Opening Balance	643,739
Revenue	3,137,062
Appropriation	3,052,342
Sale of Goods and Services	34,363
Grants and contributions	49,441
Investment income	416
Other revenue	500
Expenses	-3,240,246
Employee related	-2,951,752
Operating expenses	-288,494
Surplus / deficit for the year	-103,185
Closing Balance	540,555

Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

Financial summary - Equity loadings

The equity loading data is the main component of the 'Appropriation' line item of the financial summary above.

	2021 SBAR Adjustments (\$)
Targeted Total	23,280
Equity Total	243,525
Equity - Aboriginal	21,703
Equity - Socio-economic	50,647
Equity - Language	57,707
Equity - Disability	113,468
Base Total	2,424,474
Base - Per Capita	66,318
Base - Location	0
Base - Other	2,358,156
Other Total	128,825
Grand Total	2,820,104

Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

School performance - NAPLAN

In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

The My School website provides detailed information and data for national literacy and numeracy testing. Go to myschool.edu.au to access the school data.

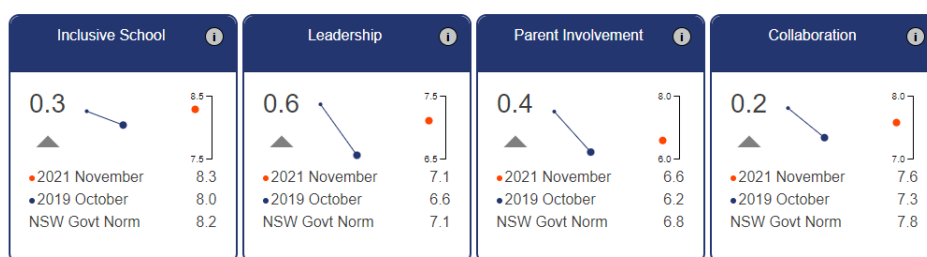
Parent/caregiver, student, teacher satisfaction

Parents and the community were regularly updated on achievements and progress at Parents & Citizen meetings, assemblies and through termly Aboriginal Education Consultative Group meetings. Throughout the year parents, community, school staff and students were surveyed to obtain opinions on school direction. 72% of parents surveyed indicated that they were satisfied with the level of communication regarding their child's progress on 2021, up from 50% in 2020. Feedback on the learning from home period was overwhelmingly positive with 82% of parents indicating that they were well supported by the school with resources, learning tasks and teacher contact.

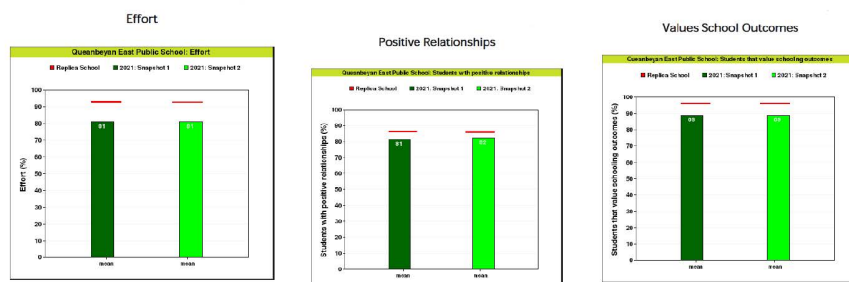
Teacher survey results demonstrated improved teacher satisfaction across the four areas that underpin the school context: Inclusive School, Leadership, Parent Involvement and Collaboration. In particular, teachers reported a high level of inclusivity within the school for both students and staff as well as strong school leadership team that supported staff to make change, in line with the school vision, rating the school higher than NSW Government Norm levels. The teacher survey results also indicate that a continued focus on the use of data to inform practice should remain a priority area for our school.

Despite the challenges of learning at home and the impacts of student interaction at school due to COVID-19, students at Queanbeyan East reported a mostly positive year at school. Around 80% of students reported having positive relationships at school on a daily basis, 89% of students valued schooling outcomes, and 81% of students put in their best effort every day. There was a drop in student motivation from Semester 1 to Semester 2 (68% to 61%), so this will be carefully monitored with student engagement initiatives already planned to improve student engagement in 2022.

In 2022 we will continue to survey all school stakeholders and will triangulate results and share them across the community.



Tell Them From Me Teacher Survey 2021



Tell Them From Me Student Survey 2021

Policy requirements

Aboriginal Education Policy

The responsibility for enacting the Aboriginal Education Policy rests with all Departmental staff. The policy should underpin and inform planning, teaching practice and approaches to educational leadership in all educational settings.

Evidence of effective implementation of the policy included:

- Establishing, building and strengthening relationships with the Local Aboriginal Education Consultative Group, Aboriginal people and communities.
- Providing, in partnership with Aboriginal people and communities, education which promotes quality teaching, is engaging, and is culturally appropriate and relevant.
- Aboriginal and Torres Strait Islander students will match or better the outcomes of the broader student population.
- Implementation of Personalised Learning Pathways for all Aboriginal students in a school culture of high expectations.

Anti-Racism Policy

All teachers are responsible for addressing incidents of racism and supporting students to develop an understanding of racism and discrimination and the impact these may have on individuals and the broader community. The Principal is responsible for examining school practices and procedures to ensure they are consistent with the policy. The school has an Anti-Racism Contact Officer who is trained to respond to concerns in relation to racism.

Multicultural Education Policy

Teachers are responsible for addressing the specific learning and wellbeing needs of students from culturally diverse backgrounds through their teaching and learning programs. The Principal is responsible for ensuring that school policies, programs and practices respond to the cultural, linguistic and religious diversity of the school community, and provide opportunities that enable all students to achieve equitable education and social outcomes.